



## PACING GUIDE – KINDERGARTEN

*pace (verb): to move or make progress at a sensible or moderate rate*

*guide (noun): a book, pamphlet, etc., giving information, instructions, or advice*

The intention of this guide is to help teachers map out their school year, leaving time and space for student learning and engagement.



**Thank you** to the following educators for their work with these pacing guides:

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*Please note that this guide is in **draft form**. There will be revisions and edits made as the first year of implementation progresses.*

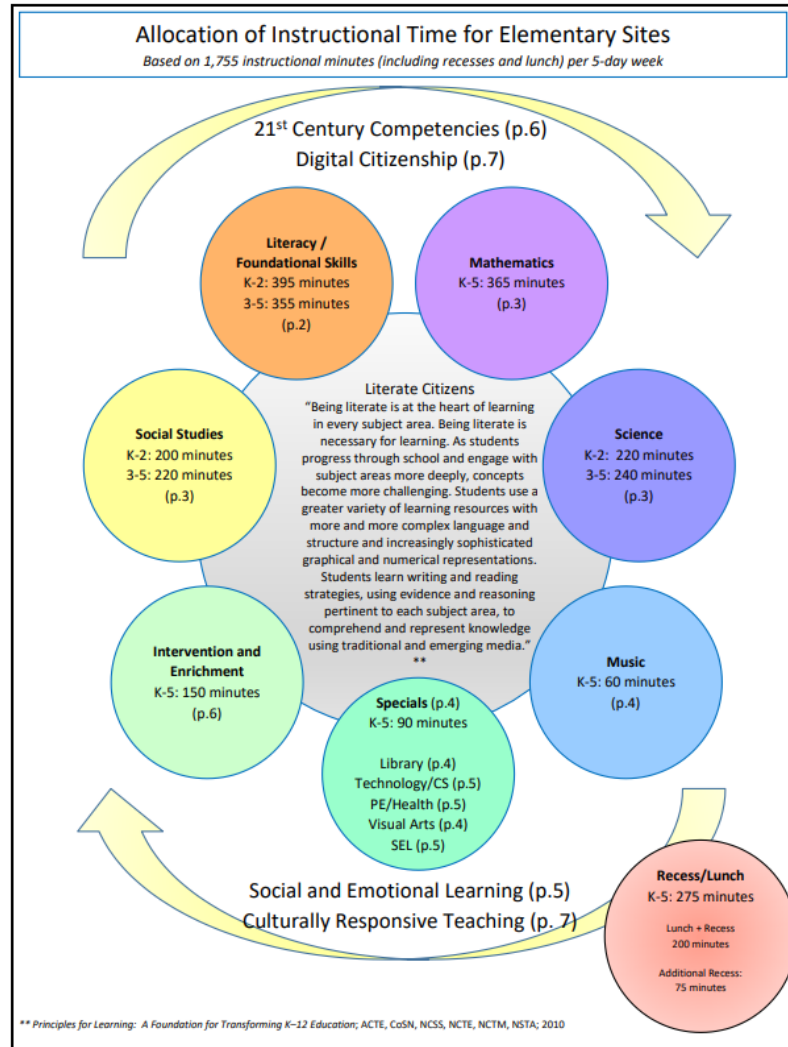
This guide contains a suggested pacing along with selected titles and standards for all areas of Benchmark's comprehensive ELA curriculum. In the following pages there are suggestions and information to help implement Benchmark Advance in the classroom. Also included are the District's recommended times for instruction and the ELA 3-Year Plan.

### Suggestions and Information for Implementation:

- **Although we've scheduled 15 days for each unit, grades K-2 will have 10 additional unaccounted for days, and grades 3-5 will have 15 additional unaccounted for days to use as needed during the flow of instruction.**
- For information, and implementation of Small Group and Independent Instruction, please see the "Differentiated Instruction Planner" on the back of the fold out at the beginning of each unit in the Teacher's Resource System (TRS).
- Knowledge Strands cannot be taken out of order. The materials spiral and refer back to earlier lessons. The phonics and phonemic awareness lessons are also in an order to facilitate the teaching of foundational skills in an explicit and systematic manner.
- In our district, we have implemented the traditional Guided Reading model with our students using their instructional levels. These levels are often not grade level; some are designated far outside of grade level. It is important that all of our students have the opportunity to be in small group, differentiated Tier 1 instruction using **grade level** text. We recognize that this is a shift from past practice using the traditional Guided Reading model as Tier 1 Instruction. This shift in thought was emphasized with administrators and LSs reading "The Opportunity Myth" [https://tntp.org/assets/documents/TNTP\\_The-Opportunity-Myth\\_Web.pdf](https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf) last year. The new instructional materials match this shift. Benchmark Advance engages students in small group differentiated Tier 1 instruction. This small group instruction reinforces learning from grade-level complex text with the whole class. Each grade level receives leveled texts that stretch from just below grade level to grade level for the first unit, and then increase in level as the year progresses. In Tier 1, scaffolds should be provided during small group for those students who need them, but all students will have the opportunity to experience a reader at or close to grade level. Guided Reading strategies are certainly appropriate within that small group Tier 1 reading time. The key is to use these good strategies with grade-level text to remain in Tier 1 instruction. Students reading outside of grade level should also receive intervention at a different time. Identified students needing intervention outside of Tier 1 instruction should have a reading plan to support areas of need. Many interventions could be appropriate for a student, including, but not limited to, a traditional Guided Reading model, LLI, or Phonics First.
- Benchmark's materials use the idea of "transfer" that leads to "mastery". According to Kubina and Morrison (2000), "Mastery is effective transfer of learning in authentic and worthy performance. Students have mastered a subject when they are fluent, even creative, in using their knowledge, skills, and understanding in key performance challenges and contexts at the heart of that subject, as measured against valid and high standards." Wiggins and McTighe go on to say, "Thus, effective transfer of learning, done with creativity, polish, and grace, is the essence of mastery. Mastery is not just technical knowledge. (Even in music, the term *virtuoso* is typically pejorative, implying mere speed with no soul.) You haven't mastered a subject if you only possess skills and facts in isolation and can only produce them on demand in response to prompts.

Mastery must be tested using authentic tasks and scenarios at the heart of "doing" the subject. And instruction for mastery must be designed backward from these corner stone tasks." (Wiggins & McTighe, 2005) Benchmark Advance allows students time and opportunities to experience transfer that leads to mastery.

- Phonics/Phonemic Awareness instruction must be done daily. It is embedded in Word Study and Vocabulary in grades 3-5.
- The first 4 weeks in grades K-2 and the first 3 weeks in grades 3-5 are not optional. They set up foundations, routines, and review (grades 1-5) for the year. Anchor charts and other resources that will be used throughout the year are also created during this time.
- Writing is based on the readings. Reading should always come before writing.
- All 10 units are equally important. Teachers in successive grades are counting on each grade level to complete all 10 units. However, all grade level standards have been touched upon by the end of Unit 7. This is good information for the grades that have testing with Smarter Balanced. This pacing guide has grade levels getting through Unit 7 before SBAC testing begins.
- There are letters in English and Spanish at the beginning of each unit. It is encouraged to share these with your families.
- ELD resources and supports are included with each lesson.
- Assessments are up to teacher/site discretion during this first year of implementation. There will be suggestions regarding assessments starting in year 2 of implementation. There are assessment resources to help make informed instructional decisions throughout the year in the "Informal Assessments" book.
- The "Additional Resources" section of the Teacher's Resource System (TRS) is rich with resources. Go there for connections across disciplines and unit projects, preteach/reteach routines, collaborative conversation suggestions, managing independent reading, and more.
- Benchmark Advance is not a "scripted" set of materials. It allows for instructional decision-making and responsive teaching in every lesson. Read through the lessons before beginning a unit to decide time allotments for components.
- This is not a "Monday-Friday" set of materials. If a day of lessons is not finished it is okay. Start where you stopped the next day.
- "Mind the Mini-Lesson!" Do not over-teach during the mini-lessons. Remember, we are teaching for transfer, and the materials spiral.
- Recommended Trade Book Libraries have been provided to each school. There are 6 titles per unit (60 books total) for every grade level. You can use these trade books or the selections in the Read-Aloud Handbook for your daily Interactive Read-Aloud.



Complete document can be found at:

[https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/CandI%20News/Allocation%20of%20Instructional%20Time%20for%20Elementary%20Sites%20June\\_2018.pdf](https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/CandI%20News/Allocation%20of%20Instructional%20Time%20for%20Elementary%20Sites%20June_2018.pdf)

Updated 8/16/2019

**K-5 ELA 3-Year Plan - DRAFT**

	Professional Development	Curriculum/Instructional Materials	Leadership Capacity
<p><b>Year 1: June-Aug. 2019-June 2020</b></p> <p>WCSD will implement the rollout of new ELA instructional materials in grades K-5. All areas of Comprehensive Literacy Instruction will be addressed by the new materials, various learning opportunities, and by the facilitators and coaches working with teachers and students.</p> <p>Elements essential to a comprehensive approach to literacy include:</p> <ul style="list-style-type: none"> <li>• Fostering the interdependent relationship of writing, reading, speaking, listening, and digital literacy practices</li> <li>• Creating equitable learning environments with a variety of complex texts, media, and technologies available for all students</li> <li>• Supporting developmentally and contextually appropriate instruction that meaningfully engages students</li> <li>• Empowering teacher teams through ongoing, job-embedded professional learning</li> <li>• Implementing state literacy plans through local initiatives that reflect local conditions</li> </ul> <p>Adapted from NCTE</p>	<ul style="list-style-type: none"> <li>• Principal training, May 7<sup>th</sup> and 21<sup>st</sup> at Team Teal Tuesday</li> <li>• TOSA training, June 5<sup>th</sup></li> <li>• Summer “Getting Started with the ELA Adoption” trainings, June 10<sup>th</sup>-13<sup>th</sup>, July 29<sup>th</sup>-Aug. 1<sup>st</sup>, Aug. 6<sup>th</sup></li> <li>• Whole staff trainings at Incline and Dodson on Aug. 21<sup>st</sup></li> <li>• AP and Dean overview at Aug. LTL (per approval)</li> <li>• On-going Learning Labs at sites</li> <li>• Newly hired teacher trainings in September, October, and as needed</li> <li>• PLC and Wednesday early release support from C&amp;I</li> <li>• Inservice classes offered for .5 and 1 credit throughout the school year</li> <li>• Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>	<ul style="list-style-type: none"> <li>• Release of pacing guides at summer trainings; also available on TEAMS</li> <li>• Curriculum Team meetings (worth 1 credit) over the course of the school year. Teams will create curriculum documents to be released for the 2020/21 school year</li> <li>• Exploration of instructional practice and utilization of ELA materials will be offered through inservice classes</li> <li>• Short survey about the newly adopted instructional materials will be included in “Tips and Tidbits” emails. C&amp;I will gather feedback and share with the Curriculum Teams to help direct the work</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>• TOSAs support new instructional materials while at sites – ICs, ISs, LSs, etc.</li> <li>• Ongoing training with Benchmark throughout the year</li> <li>• Teal Tuesdays will focus on the new curriculum and coaching</li> </ul>

<p><b>Year 2: July/Aug. 2020-June 2021</b></p> <p><b>A focus on Comprehensive Literacy Instruction will continue in year 2. Additionally, a focus on Tier 1, whole group instruction will be emphasized with the adopted instructional materials and through the continued strengthening of teacher practice.</b></p>	<ul style="list-style-type: none"> <li>• Ongoing Learning Labs at sites</li> <li>• New teacher trainings on instructional materials during the summer and early fall</li> <li>• PLC and Wednesday early release support from C&amp;I</li> <li>• Inservice classes offered for .5 and 1 credit throughout the school year</li> <li>• Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>	<ul style="list-style-type: none"> <li>• Revise Pacing Guides</li> <li>• Release curriculum documents on TEAMS</li> <li>• Continue gathering feedback through surveys in “Tips and Tidbits”</li> <li>• Integrate alignment of instructional materials with SBAC and Benchmark Advance assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>• TOSAs support while at sites – ICs, ISs, LSs, etc.</li> <li>• Teal Tuesdays capacity building with the Learning Strategists</li> </ul>
<p><b>Year 3: July/Aug. 2021-June 2022</b></p> <p><b>A focus on Comprehensive Literacy Instruction will continue in year 3. Additionally, a focus on Tier 1, small group instruction will be emphasized with the adopted instructional materials and through the continued strengthening of teacher practice.</b></p>	<ul style="list-style-type: none"> <li>• Ongoing Learning Labs at sites</li> <li>• New teacher trainings on instructional materials during the summer and early fall</li> <li>• PLC and Wednesday early release support from C&amp;I</li> <li>• Inservice classes offered for .5 and 1 credit throughout the school year</li> <li>• Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>	<ul style="list-style-type: none"> <li>• Revise Pacing Guides</li> <li>• Revise curriculum documents</li> <li>• Continue gathering feedback through surveys in “Tips and Tidbits”</li> <li>• Possibly revise alignment of instructional materials with SBAC and Benchmark Advance assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>• TOSAs support while at sites – ICs, ISs, LSs, etc.</li> <li>• Teal Tuesdays capacity building with the Learning Strategists</li> </ul>





**Grade K Benchmark Advance**

**Foundations and Routines for Beginning the School Year**

**Suggested Timeframe: August 19<sup>th</sup>- September 13<sup>th</sup> (19 days)**

Mini-Lessons at a Glance	Week 1	Day	Establishing Routines	Phonological Awareness	Shared Reading	Letter Formation	Shared Writing & Print Concepts	Independent Reading *this time is built establishing routines
		1	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Building Strong Listening Habits (SL.K.1a)</li> <li>Read-Aloud: Build Strong Listening Habits (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Activate Listening (SL.K.1a)</li> <li>Recognize and Produce Rhyme (RF.K.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Build Strong Listening Habits: <i>Katy's First Day of School</i> (RL.K.6)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.1a, L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Model Taking Care of Books</li> </ul>
		2	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Reader's Workshop</li> <li>Read-Aloud: Build Respectful Conversation Habits (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Activate Listening (SL.K.1a)</li> <li>Recognize Rhyme (RF.K.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Katy's First Day of School</i> (RL.K.6)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.3a, L.K.1a, RF.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Model Reading to Self and Using the Classroom Library</li> </ul>
		3	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Rules for Reader's Workshop</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Word Discrimination (RF.K.2)</li> <li>Recognize Rhyme (RF.K.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Katy's First Day of School</i> (RL.K.6)</li> <li>Retell a Key Event (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (L.K.1a, RF.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Model Reading to Self and Using the Classroom Library</li> </ul>
		4	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Student Roles</li> <li>Read Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Word Discrimination</li> <li>Concept of Words (RF.K.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Kay's First Day of School</i> (RL.K.6)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.1a, L.K.1a, RF.K.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Model Reading to Self and Using the Classroom Library</li> </ul>
		5	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Teacher's Role During Reader's Workshop</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Word Discrimination</li> <li>Concept of Words (RF.K.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Katy's First Day of School</i> (RL.K.6)</li> <li>Draw Inferences About Character (RL.K.3)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.1a, L.K.1a, RF.K.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Model Reading to Self and Using the Classroom Library</li> </ul>

Mini-Lessons at a Glance	Week 2	Day	Establishing Routines	Phonological Awareness	Shared Reading	Letter Formation	Shared Writing & Print Concepts	Independent Reading *this time is built establishing routines
		6	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Student and Teacher's Roles During Reader's Workshop</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Sound Patterns</li> <li>Concept of Words (RF.K.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "Mary Had a Little Lamb" (RL.K.5)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing (RF.K.1a, L.K.1a, RF.K.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Practice Library Workstation and Introduce Writing Workstation</li> </ul>
		7	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Roles During Reader's Workshop</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize Rhyme</li> <li>Concept of Words (RF.K.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "Mary Had a Little Lamb" (RF.K.2a, RF.K.2c)</li> <li>*Suggested to listen for rhyming words.</li> <li>Sequence of Events (RL.K.2)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Writing (RF.K.1c, RF.K.2a/b, L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Practice Using Response Journals</li> </ul>
		8	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Student and Teacher Roles During Reader's Workshop</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Word Discrimination (RF.K.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "Mary Had a Little Lamb" (RF.K.2a)</li> <li>Retell a Key Detail (RL.K.3)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing (W.K.1, RF.K.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Practice Using Response Journals</li> </ul>
		9	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Fiction and Nonfiction Text (W.K.8, RI.K.9)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Activate Listening</li> <li>Sentence Completion (RF.K.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "Mary Had a Little Lamb" (RL.K.6)</li> <li>Identify Features of a Poem (RL.K.5)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.1c, RF.K.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Practice Using Response Journals</li> </ul>
		10	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Fiction and Nonfiction Text (W.K.8, RI.K.9)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Listen and Repeat (RF.K.2)</li> <li>Produce Rhyme (RF.K.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "Mary Had a Little Lamb"</li> <li>Compare Two Poems (RL.K.5)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.1b)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Practice Using Response Journals (RF.K.1b)</li> </ul>

Mini-Lessons at a Glance	Week 3	Day	Establishing Routines	Phonological Awareness	Shared Reading	Letter Formation	Shared Writing & Print Concepts	Independent Reading *this time is built establishing routines
		11	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Respond to a Story</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Produce Rhyme (RF.K.2a)</li> <li>Segment Words by Syllables (RF.K.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Welcome to Our School</i> (RF.K.1, RI.K.5)</li> <li>Use Photographs to Understand Text (RI.K.7)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (LK.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.1, L.K.2a/2b, RF.K.1a/c)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Practice Playing Puzzles and Games Workstation</li> </ul>
		12	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Illustrations (RL.K.7)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme Recognition (RF.K.2a)</li> <li>Segmenting Words by Syllables (RF.K.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Welcome to Our School</i> (RF.K.1, RI.K.5)</li> <li>Use Photographs to Understand Text (SL.K.1a, RI.K.7)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (LK.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.1, L.K.2a/2b, RF.K.1a/c)</li> </ul>	<ul style="list-style-type: none"> <li>Model Reading to Self and Using the Classroom Library</li> </ul>
		13	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Readers Make Predictions (RL.K.7)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Listening (RF.K.2a)</li> <li>Segmenting Words by Syllables (RF.K.2b) (RF.K.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Welcome to Our School</i> (RL.K.7)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (LK.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.1d, RF.K.1d)</li> </ul>	<ul style="list-style-type: none"> <li>Computer Workstation</li> </ul>
		14	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Use Sounds to Figure Out Words (RF.K.3a)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Isolation</li> <li>Identify Repeated Sounds (RF.K.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Welcome to Our School</i> (RF.K.1)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.1, RF.K.1b)</li> </ul>	<ul style="list-style-type: none"> <li>Computer Workstation</li> </ul>
		15	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Reread (RF.K.3a)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Isolation (RF.K.2d)</li> <li>Segment Compound Words (RF.K.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Welcome to Our School</i> (RL.K.10, RF.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.1, RF.K.1b)</li> </ul>	<ul style="list-style-type: none"> <li>Buddy Reading (W.K.1)</li> </ul>

Mini-Lessons at a Glance	Week 4	Day	Establishing Routines	Phonological Awareness	Shared Reading	Letter Formation	Shared Writing & Print Concepts	Independent Reading *this time is built establishing routines
		16	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Onset and Rime (RL.K.7, RL.K.10)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Producing Rhyme (RF.K.2a)</li> <li>Segmenting Compound Words (RF.K.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "A Diller, ADollar" (RL.K.10, RF.K.1, SL.K.6)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.1, RF.K.1b)</li> </ul>	<ul style="list-style-type: none"> <li>Workstation Rotation</li> </ul>
		17	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Onset and Rime (RF.K.2e)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Producing Rhyme (RF.K.2a)</li> <li>Isolate Initial Sounds (RF.K.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "A Diller, ADollar" (RF.K.1a, RF.K.1c, RF.K.4)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RF.K.3a, L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Workstation Rotation</li> </ul>
		18	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Make Connections (RL.K.10, SL.K.6)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Rhyme (RF.K.2a)</li> <li>Segmenting Initial Sounds (RF.K.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "A Diller, ADollar" (RL.K.5, RL.K.5, SL.K.6)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Workstation Rotation</li> </ul>
		19	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Differences Between Fiction and Nonfiction (RL.K.10, RL.K.10)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Blending Syllables (RF.K.2b)</li> <li>Segmenting Initial Sounds (RF.K.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "A Diller, ADollar" (RF.K.2a)</li> <li>*Suggested not to write the rhyming words on a chart.</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart</li> <li>(L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (SL.K.6, RF.K.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Workstation Rotation</li> </ul>
		20	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Characters in a Story (RL.K.3, RL.K.7)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Blend Syllables (RF.K.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "A Diller, ADollar"</li> <li>Draw Inferences About Character (RL.K.3 and RL.K.7)</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing (RL.K.10, SL.K.4/5, L.K.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Workstation Rotation</li> </ul>



Unit 1	Week 2	Shared Reading/ Reading Mini-Lesson/ Phonics Mini-Lesson	Selection Title	Genre	Reading Mini-Lesson	Foundational Skills				Writing	Language	
						Phonemic Awareness/ Phonics	Print Concepts	High-Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1	School Rules (RI.K.1, RI.K.7, RF.K.2a, RF.K.2d, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1a, SL.K.3)	Literary Text: Poetry	Listen and Retell Key Details (RI.K.2, RI.K.10, SL.K.1b, SL.K.3)  Identify Parts of a Book (RI.K.1, RI.K.5, RI.K.6, SL.K.1a)  Identify the Author's Reasons (RI.K.1, RI.K.8)	Phoneme Isolation  Phoneme Categorization m /m/  (RI.K.1, RI.K.10, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4, L.K.1a, L.K.2c, L.K.2d)	Punctuation (L.K.2b)  Left-to-Right Progression (RF.K.1a)	l (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing  Write a Key Idea (W.K.2, W.K.8, L.K.1a)  Write an Opinion (W.K.1, W.K.8, L.K.1a, L.K.1b)	Use Verbs (L.K.1b)	X
		Shared Read 2	Rules for Talking and Listening (RI.K.1, RI.K.4, RF.K.1a, RF.K.2a, RF.K.4, SL.K.1a)	Informational Text: Social Studies	Use Text Features: Glossary (RI.K.1, RI.K.5)  Find Text Evidence: Make Connections Between Illustrations and Text (RI.K.7, RF.K.1a, SL.K.1a, SL.K.1b)  Identify and Use Text Features (RI.K.1, RI.K.5, SL.K.1a, SL.K.1b, SL.K.2, SL.K.6)					Write a Narrative (W.K.3, W.K.8, L.K.1a, L.K.1b)  Write a Caption (RI.K.7, W.K.2, W.K.8, L.K.1a, L.K.1b)		
		Extended Read 1	What are Some Rules at School?	Informational Text: Social Studies						Write a Comparison (W.K.2, L.K.1a, L.K.1b)		
		Pre-Decodable Readers	I Additional Practice: I Can	N/A	Compare and Contrast Two Text on the Same Topic (RI.K.1, RI.K.9, SL.K.3, SL.K.4)							







Unit 2	Week 2	Shared Reading/ Reading Mini-Lesson/ Phonics Mini-Lesson	Selection Title	Genre	Reading Mini-Lesson	Foundational Skills				Writing	Language	
						Phonological Awareness/ Phonics	Print Concepts	High-Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1	A Birthday Cat (RF.K.2, RF.K.3b, RF.K.3c, RF.K.4, SL.K.1a, SL.K.4)	Literary Text: Realistic Fiction	Listen and Retell Key Events (RL.K.2, RL.K.3, RL.K.6, SL.K.2)  Identify and Describe Story Characters (RL.K.1, RL.K.3, SL.K.1a)  Find Text Evidence: Draw Inferences About Characters (RL.K.1, RL.K.3)	Phoneme Isolation  Blend Onset and Rime  t /t/	First Word Last Word (RF.K.1a)	see, go (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing  Write a Key Event (W.K.2, L.K.1a, L.K.1d)	Understand and Use Question Words (L.K.1d)	Shades of Meaning (RL.K.1, L.K.5d, L.K.6)
		Shared Read 2	Bear and Fox (RF.K.2d, RF.K.4, SL.K.1b, SL.K.4, L.K.5c)	Literary Text: Animal Fantasy	Find Text Evidence: Identify Story Events (RL.K.1, RL.K.3, SL.K.3)  Find Text Evidence: Describe Story Characters (RL.K.1, RL.K.5, SL.K.3)	(RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4, L.K.1a, L.K.2c, L.K.2d)			Write How a Character Feels (W.K.2, L.K.1a, L.K.1d)  Write a New Story Ending (W.K.3, L.K.1a, L.K.1d)			
		Extended Read 1	Goldilocks and the Three Bears	Literary Text: Fable	Compare and Contrast Characters (RL.K.9, SL.K.3, SL.K.4)				Write a Description (W.K.2, L.K.1a, L.K.1d)  Write an Opinion (W.K.1, L.K.1a, L.K.1d)			
		Pre-Decodable Readers	I See; Tam and Sam; Go, Go, Go!	N/A								





Unit 3	Week 2	Shared Reading/ Reading Mini-Lesson/ Phonics Mini-Lesson	Selection Title	Genre	Reading Mini-Lesson	Foundational Skills				Writing	Language	
						Phonemic Awareness/ Phonics	Print Concepts	High-Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1	Plants in a Greenhouse (RI.K.2, RI.K.7, RF.K.1a, RF.K.2c, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1a, SL.K.4 L.K.2b)	Informational Text: Science	Listen and Retell Key Details (RI.K.2, RI.K.10, SL.K.1b, SL.K.3) Identify and Describe the Sequence of Events (RI.K.1, RI.K.3, SL.K.3)  Identify Author's Reasons (RI.K.1, RI.K.8, SL.K.3)	Phoneme Isolation  Distinguish Syllables in Spoken Words  Phoneme Segmentation  f /f/	End Punctuation (L.K.2b) First/Last Letter in a Word (RF.K.1a)	is, a (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing  Write a Key Detail (W.K.2, W.K.8, L.K.1a)  Write an Opinion (W.K.1, L.K.1a, L.K.1f)  Write a Connection (W.K.2, L.K.1a, L.K.1f)  Write a Narrative (W.K.3, L.K.1a, L.K.1f)  Write a Comparison (W.K.2, L.K.1a, L.K.1f)	Produce Complete Sentences (L.K.1f)	Use Context Clues (RI.K.1, RI.K.4, L.K.6)
		Shared Read 2	My Garden (RL.K.1, RL.K.5, RF.K.1a, RF.K.1b, RF.K.2a, RF.K.3a, RF.K.4, SL.K.6)	Literary Text: Poetry	Find Text Evidence: Make Connections Between Illustrations and Events in the Text (RI.K.1, RI.K.7, SL.K.3)  Use Text Features: Labels (RI.K.1, RI.K.7, SL.K.3)	(RF.K.2b, RF.K.2c, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4, L.K.1a, L.K.2c, L.K.2d)						
		Extended Read 1	What Do Plants Need?	Informational Text: Science								
		Pre-Decodable Readers	It Can Fit	N/A	Compare and Contrast Two Texts on the Same Topic (RI.K.1, RI.K.9, SL.K.3, SL.K.4)							





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Unit 4	Week 3	Shared Reading / Reading Mini-Lesson/ Phonics Mini-Lesson	Selection Title	Genre	Reading Mini-Lesson	Foundational Skills				Writing	Language		
						Phonological Awareness/ Phonics	Print Concepts	High-Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition	
		Shared Read 1	A Home Run (RL.K.3, RL.K.7, RF.K.1, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1b)	Literary Text: Realistic Fiction	Listen and Retell Key Details (RL.K.2, RL.K.5, SL.K.2)  Find Text Evidence: Identify Story Elements (RL.K.1, RL.K.3, SL.K.3)	Phoneme Categorization  Phoneme Isolation  Blend Onset and Rime	Story Title and Beginning of Text (RF.K.1)  Return Sweep (RF.K.1)	she, can, is, a, he, has, play, little (RF.K.3c)	Read on-level text with expression  Expression-Characterization/ Feelings	Process Writing: Narrative Text  Brainstorm (W>K.3, SL.K.4, L.K.1a, L.K.1e)	Use Prepositions (L.K.1e)  Recognize and Name End Punctuation (L.K.2b)	Clarify New Meanings for Familiar Words (RL.K.4, SL.K.2, SL.K.3, L.K.4a)	
		Shared Read 2	A Pot of Gold (RL.K.7, RF.K.1a, RF.K.2d, RF.K.4, SL.K.1b, L.K.1b)	Literary Text: Fairy Tale	Find Text Evidence: Identify the Role of Author and Illustrator (RL.K.6, RL.K.7, SL.K.3)  Compare and Contrast Two Stories (RL.K.9, SL.K.3)	h /h/  (RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4, L.K.2c, L.K.2d)		Inflection/ Intonation-Stress (RF.K.4)	Plan (W.K.3, SL.K.1b, SL.K.4, L.K.1e)  Draft (W.K.3, L.K.1a, L.K.2b)				
		Extended Read 2	Ungalala	Literary Text: Animal Fantasy					Revise and Edit (W.K.3, L.K.1a, L.K.2b)				
		Decodable Reader	Hot, Hot, Hot	N/A					Share (W.K.3, SL.K.1a)				

## Grade K Benchmark Advance

### Unit 5 Knowledge Strand: Technology at Home and School

Essential Question: Why do we use technology?

Suggested Timeline: January 6<sup>th</sup>- January 27<sup>th</sup> (15 days)

#### Speaking and Listening

Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge of Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.

#### Interactive Read-Aloud

Over the course of this unit, you may read the Recommended Trade Books and the selections from the Read Aloud Handbook in any order.

**Trade Books:** The Little House by Virginia Lee Burton, Plane Song by Diane Siebert, Manfish: A Story of Jacques Cousteau by Jennifer Berne, Snowflake Bentley by Jacqueline Briggs Martin, Ben Franklin's Big Splash: The Mostly True Story of His First Invention by Barb Rosenstock, Shortcut by Donald Crews

**Read Aloud Handbook:** Virtual Field Trips, Our Refrigerator, Don't Forget Dessert!, First Flight Phoebe, Push, Lift, Dig, Dump

Unit 5	Week 1	Shared Reading/ Reading Mini- Lessons/ Phonics Mini-Lesson	Selection Title	Genre	Reading Mini-Lesson	Foundational Skills				Writing	Language	
						Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1	Cars of the Future (RI.K.1, RI.K.3, RI.K.7, RF.K.1c, RF.K.2d, RF.K.3c, RF.K.4, SL.K.1a, SL.K.4, L.K.2b)	Informational Text: Science	Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, SL.K.1b)  Use Text Features, Illustrations, and Captions (RI.K.5, SL.K.3)  Listen and Retell Story Events (RL.K.1, RL.K.2, RL.K.5, SL.K.1b)	Phoneme Isolation  Distinguish Syllables  Phoneme Addition  B /b/  (RF.K.2b, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4, L.K.1a, L.K.2c, L.K.2d)	Words are Separated by Spaces (RF.K.1c)  First Word, Last Word (RF.K.1a)	and, you, play, little (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing  Write Key Details (W.K.2)  Write a Narrative (W.K.3, W.K.8, RI.K.7, L.K.1b)  Write a Story Extension (W.K.3, L.K.1a, L.K.1b)  Write an Opinion (W.K.1, W.K.8, L.K.1a, L.K.1b)  Write to Contrast Two Texts (W.K.2, L.K.1a, L.K.1b)	Use Nouns (L.K.1b)	Identify New Meanings for Familiar Words (SL.K.3, L.K.4a)
		Shared Read 2	A Trip to Mars (RL.K.3, RL.K.7, RF.K.2d, RF.K.3a, RF.K.4, RL.K.5, SL.K.6)	Literary Text: Fantasy	Identify Story Characters and Events (RL.K.1, RL.K.3, SL.K.3)  Use Illustrations to Compare and Contrast Story Characters and Setting (RL.K.7, SL.K.1b, SL.K.2)							
		Mentor Read 1	Up, Up, and Away!	Informational Text	Compare and Contrast an Informational Text and Story (RI.K.9, SL.K.1a, SL.K.1b)							
		Mentor Read 2	1, 2, 3, Blast Off!	Literary Text: Fantasy								
		Decodable Reader	Bob, Tab, and I	N/A								







Unit 6	Week 2	Decodable Readers	Ten Red Hens	N/A	Reading Mini-Lesson	Foundational Skills				Writing	Language					
		Shared Reading/ Reading Mini-Lesson/ Phonics Mini-Lesson	Selection Title	Genre		Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition				
										Phoneme Isolation			Phoneme Substitution	Blend Onset and Rime	g /g/	Left to Right and Top to Bottom Progression (RF.K.1a)
		Shared Read 1	A New Hat for Hen (RL.K.3, RF.K.1a, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1b, SL.K.6)	Literary Text: Animal Fantasy	Listen and Retell Key Events (RL.K.1, RL.K.2, RL.K.5, SL.K.2)	Phoneme Isolation	Phoneme Substitution	Blend Onset and Rime	g /g/	Left to Right and Top to Bottom Progression (RF.K.1a)	Uppercase Letters (RF.K.1d)	jump, one (RF.K.3c)	Read on-level text with expression (RF.K.4)	Process Writing: Author Study	Understand and Use Question Words (L.K.1d)	Use Inflections to Understand Word Meaning (RL.K.1, L.K.4b, L.K.6)
		Shared Read 2	Good, Better, Best (RF.K.1d, RF.K.2a, RF.K.2d, RF.K.4, SL.K.1b, L.K.6)	Literary Text: Poetry	Find Text Evidence About Characters (RL.K.1, RL.K.3, SL.K.2, SL.K.3)	(RL.K.1, RL.K.10, RF.K.1a, RF.K.2c, RF.K.2d, RF.K.2e RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4 L.K.1a, L.K.2c, L.K.2d)								Brenda Parkes Uses Action Verbs (W.K.7, W.K.8, L.K.1a, L.K.1d)		Relate Words to Their Opposites (SL.K.3, L.K.5b, L.K.6)
		Extended Read 1	The Three Little Pigs	Literary Text: Fairy Tale	Compare and Contrast Characters (RL.K.9, SL.K.2, SL.K.3, SL.K.4)									Brenda Parkes Uses Signal Words (W.K.3, W.K.7, W.K.8, L.K.1a, L.K.1d)		
		Decodable Readers	Get Up, Meg!	N/A										Brenda Parkes Uses Repetitive Language and Rhyming Words (W.K.3, W.K.7, W.K.8, L.K.1a, L.K.1d)		













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## Grade K Benchmark Advance

### Unit 9 Knowledge Strand: Meeting Our Needs and Wants

Essential Question: Why do we make choices?

Suggested Timeline: April 20<sup>th</sup>- May 8<sup>th</sup> (15 days)

#### Speaking and Listening

Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge of Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.

#### Interactive Read-Aloud

Over the course of this unit, you may read the Recommended Trade Books and the selections from the Read Aloud Handbook in any order.

**Trade Books:** All for a Dime! A Bear and Mole Story by Will Hillenbrand, Yard Sale by Eve Bunting, Those Shoes by Maribeth Boelts, Erandi's Braids by Antonio H. Madrigal, Lemonade in Winter: A Book About Two Kids Counting Money, by Emily Jenkins, The Magic Fish by Freya Littledale

**Read Aloud Handbook:** Ice Pops, Tomatoes, and Cabbages, Funny Money Ideas, What Is Money?, Don't Forget, How the Chipmunk Got Its Stripes

Unit 9	Week 1	Shared Reading/ Reading Mini- Lesson/ Phonics Mini-Lesson	Selection Title	Genre	Reading Mini-Lesson	Foundational Skills				Writing	Language	
						Phonological Awareness/ Phonics	Print Concepts	High-Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1	People Who Help Us (RI.K.1, RI.K.10, RF.K.1a, RF.K.1c, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1a, SL.K.1b, SL.K.4, L.K.2b)	Informational Text: Social Studies	Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, SL.K.1b)  Make Connections Between Illustrations and Text (RI.K.1, RI.K.7)	Phoneme Isolation  Syllable Blending  Phoneme Substitution  Phoneme Blending	Spaces Between Words (RF.K.1c)  First Word, Last Word (RF.K.1a)	to, my (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing  Write a Key Detail (W.K.2, W.K.8, L.K.1a)  Write a Letter (W.K.2, W.K.8, L.K.1f)  Write About a Problem and Solution (W.K.2, W.K.8, L.K.1a, L.K.1f)  Write a Narrative (RL.K.7, W.K.3, W.K.8, L.K.1a, L.K.1f)  Write an Opinion (W.K.1, W.K.8, L.K.1a, L.K.1f)	Expand Complete Sentences (L.K.1f)	Sort Words Into Categories (RI.K.1, RI.K.4, RI.K.10, L.K.5a)
		Shared Read 2	A Birthday Wish List (RL.K.1, RL.K.3, RL.K.4, RL.K.7, RF.K.1a, RF.K.4, L.K.1c, L.K.5b)	Literary Text: Realistic Fiction	Listen and Retell Story Events (RL.K.2, RL.K.5, RF.K.1a, SL.K.1b)	(RF.K.2b, RF.K.2c, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4)						
		Mentor Read 1	Firefighters at Work	Informational Text: Social Studies	Identify Text Structure: Problem and Solution (RL.K.1, RL.K.5)	L.K.1a, L.K.2c, L.K.2d)						
		Mentor Read 2	A Gift for Mom	Literary Text: Realistic Fiction								
		Decodable Reader	Mr. Max	N/A	Make Inferences About Characters (RL.K.1, RL.K.3)  Compare and Contrast: Make Text-to-Text							

Unit 9	Week 2	Shared Reading/ Reading Mini-Lesson/ Phonics Mini-Lesson	Selection Title	Genre	Connections (RI.K.9)	Foundational Skills				Writing	Language	
						Phonological Awareness/ Phonics	Print Concepts	High-Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1	Trading for Needs and Wants (RI.K.2, RI.K.7, RI.K.10, RF.K.1a, RF.K.3b, RF.K.3c, RF.K.4, SL.K.1a, SL.K.4, L.K.2b)	Informational Text: Social Studies	Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, SL.K.1b) Find Text Evidence: Compare and Contrast Text Structure (RI.K.1, RI.K.9, SL.K.1b)	Phoneme Isolation  Phoneme Blending  Phoneme Addition	Left-to-Right Progression (RF.K.1a)  Upper- and Lowercase Letters (RF.K.1d)	of, what (RF.K.3c)	Read on-level text with expression (RF.K.4)	Process Writing: Opinion Text  Read an Opinion Mentor Text (W.K.1, W.K.8, L.K.1a)	Understand and Use Question Words (L.K.1d)	Context Clues (RI.K.1, RI.K.9, L.K.6)  Antonyms (RI.K.1, L.K.5b, L.K.6)
		Shared Read 2	Meeting Needs in Different Ways (RI.K.7, RF.K.1a, RF.K.3b, RF.K.4, SL.K.6, L.K.5a)	Informational Text: Social Studies	Find Text Evidence: Make Connections Between Illustrations and Text (RI.K.7, SL.K.1a, SL.K.1b)	Phonemic Substitution  Long a (final -e)				Brainstorm (W.K.1, W.K.7, W.K.8, L.K.1a, L.K.1d)		
		Extended Read 1	Our Needs and Wants	Informational Text: Social Studies	Find Text Evidence: Text Features (RI.K.1)	(RF.K.2c, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4, L.K.1a, L.K.2c, L.K.2d)				State a Reason (W.K.1, W.K.8, L.K.1a, L.K.1d)		
		Decodable Reader	Gabe, Kate, and Dave	N/A	Compare and Contrast Realistic Fiction and Informational Text (RI.K.1, RI.K.9, SL.K.3, SL.K.4)					Draft an Opinion (W.K.1, W.K.8, L.K.1a, L.K.1d)		
										Draft to Add a Title and Additional Information (W.K.1, W.K.8, L.K.1a, L.K.1d)		



Unit 9	Week 3	Shared Reading/ Reading Mini-Lesson/ Phonics Mini-Lesson	Selection Title	Genre	Reading Mini-Lesson	Foundational Skills				Writing	Language		
						Phonological Awareness/ Phonics	Print Concepts	High-Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition	
		Shared Read 1	Bear Needs Help (RL.K.2, RL.K.3, RF.K.1a, RF.K.2d, RF.K.3b, RF.K.3c, RF.K.4, SL.K.1a)	Literary Text: Animal Fantasy	Listen and Retell Story Events (RL.K.1, RL.K.2, RL.K.10, SL.K.1b)  Find Text Evidence: Problem and Solution (RL.K.1, RL.K.5, RF.K.1a, SL.k.1b)	Phoneme Isolation  Phoneme Blending  Phoneme Addition  Phoneme Substitution	Punctuation (L.K.2b)  Spaces Separate Words (RF.K.1c)	to, my, of, what, look, me, come, here (RF.K.3c)	Read on-Level text with expression  Pausing-Full Stop  Expression-Characterization/Feelings (RF.K.4)	Process Writing: Opinion Text  Revise to Add Additional Information (W.K.1, W.K.5, W.K.8, L.K.1a, L.K.1f)	Expand Complete Sentences (L.K.1f)  Understand and Use Question Words (L.K.1d)	Sort Words Into Categories (RL.K.1, L.K.5a, L.K.6)	
		Shared Read 2	What Do I Want? (RL.K.5, RF.K.1a, RF.K.1c, RF.K.2a, RF.K.2d, RF.K.4, SL.K.6)	Literary Text: Poetry	Find Text Evidence: Make Inferences About Characters (RL.K.1, RL.K.5, RF.K.1a, SL.K.1a)	Long o (final -e) (RF.K.2c, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4 L.K.2c, L.K.2d)			Revise to Add a Conclusion (W.K.1, W.K.5, W.K.8, L.K.1a, L.K.1f)  Edit to Check Capitalization and End Punctuation (W.K.1, W.K.5, W.K.8, L.K.1a, L.K.1d)				
		Extended Read 2	Munching Millie	Literary Text: Realistic Fiction	Compare and Contrast Information Text and Fiction (RI.K.9)								
		Decodable Reader	A Home for Moles	N/A						Publish (W.K.1, W.K.6, W.K.8, L.K.1a, L.K.1d) Share (W.K.1, SL.K.1a)			

## Grade K Benchmark Advance

### Unit 10 Knowledge Strand: Forces and Motion

Essential Question: What makes things move?

Suggested Timeline: May 11<sup>th</sup>- June 1<sup>st</sup> (15 days)

#### Speaking and Listening

Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge of Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.

#### Interactive Read-Aloud

Over the course of this unit, you may read the Recommended Trade Books and the selections from the Read Aloud Handbook in any order.

**Trade Books:** One Duck Stuck: A Mucky Ducky Counting Book by Phyllis Root, Good Sports: Rhymes About Running, Jumping, Throwing, and More by Jack Prelutsky, Whistle for Willie by Ezra Jack Keats, Bicycle Book by Gail Gibbons, Curious George: Roller Coaster by H. A. Rey, The Turnip by Jan Brett

**Read Aloud Handbook:** Train in the Night, You're on a Roller Coaster!, Don't Lose Your Marbles!, Round and Black, Simple Machines

Unit 10	Week 1	Shared Reading/ Reading Mini-Lesson/ Phonics Mini-Lesson	Selection Title	Genre	Reading Mini-Lesson	Foundational Skills				Writing	Language	
						Phonological Awareness/ Phonics	Print Concepts	High-Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1	How Many Ways Can You Move? (RI.K.2, RI.K.7, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4, SL.K.1b, L.K.2b)	Informational Text: Science	<p>Listen and Retell Key Details (RI.K.2, RI.K.10, SL.K.2)</p> <p>Use Graphic Features: Locate Information in Maps (RI.K.1, SL.K.2)</p> <p>Describe the Relationship Between the Images and Text (RI.K.1, RI.K.7, SL.K.2, SL.K.3)</p>	Phoneme Isolation	Word and Letter Names, Title and Beginning of Text (RF.K.1)	put, want, (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing	Expand Complete Sentences (L.K.1f)	Relate Adjectives to Their Opposites (SL.K.2, L.K.5b, L.K.6)
		Shared Read 2	Old Woman, Old Woman (RL.K.5, RL.K.7, RF.K.2a, RF.K.2e, RF.K.4, SL.K.1b, L.K.5a, L.K.6)	Literary Text: Poetry	<p>Listen and Retell Key Story Events (RI.K.2, RI.K.5, RI.K.10, SL.K.1b)</p> <p>Identify Relationships in a Text: Cause and Effect (RI.K.1, RI.K.3, SL.K.2)</p> <p>Use Text Features: Captions and Labels (RI.K.5, SL.K.2)</p>	Phoneme Blending				Write a Key Detail (W.K.2, W.K.8, L.K.1a, L.K.1f)		
		Mentor Read 1	The True Story of Balto, the Sled Dog	Informational Text: Social Studies	Compare and Contrast Two Text (RI.K.9, SL.K.2)	Phoneme Addition				Write a Letter (W.K.3, W.K.8, L.K.1a, L.K.1f)		
		Mentor Read 2	Up in the Air	Informational Text		Phoneme Substitution				Write a Cause and Effect (W.K.2, W.K.8, L.K.1a, L.K.1f)		
						Long i (final e)				Write a Narrative (W.K.3, W.K.8, L.K.1a, L.K.1f)		
						(RI.K.1, RF.K.2c, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4, L.K.2c, L.K.2d)				Write an Opinion (W.K.2, W.K.8, L.K.1a, L.K.1f)		



